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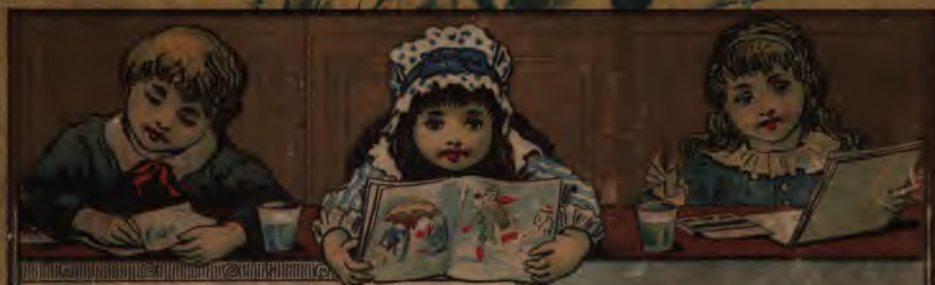


Chart Primer

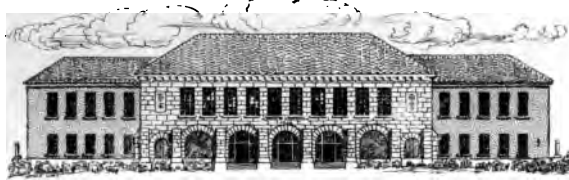


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DEPARTMENT OF EDUCATION,
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APPLETONS'
CHART-PRIMER:

EXERCISES IN READING AT SIGHT,
AND
LANGUAGE AND COLOR LESSONS,
FOR BEGINNERS.

BY
REBECCA D. RICKOFF.


NEW YORK .:. CINCINNATI .:. CHICAGO
AMERICAN BOOK COMPANY.



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Printed by
D. Appleton & Company
New York, U. S. A.



A WORD TO THE TEACHER.

THE purpose of this little book is to provide more of those elementary exercises so essential in the beginning of learning to read, and more material for those familiar and child-like conversations which are such important aids in establishing a pleasant acquaintance between the teacher and the pupils.

It is designed for use during *the first school-days*—days especially wearisome to the children and taxing to the teacher. The full-page colored illustrations by Ida Waugh, and Kate Greenaway's ever-attractive pictures, which are presented for *conversations* and *color-lessons*—the *easy reading-lessons*, which can hardly be read without expression—these, together with the simple cuts illustrative of the reading-lessons, and intended for *story-telling by the children*, will, it is believed, prove an available and attractive means of exciting the interest and holding the attention of the little ones during these usually trying days.

The book is not, as its name might seem to indicate, a miniature repetition of the charts, but is entirely filled with new matter, and may be used either with or without them. With them it is valuable as supplementary reading, in that it repeats in many varying ways the words and stories of the first twenty charts. It does this, too, without imposing the task of learning additional words, only about a half-dozen new ones appearing in the whole book. It supplements also the first pages of the First Reader, and affords an easy introduction to it. Thus, in either case, it gives the child practice in the use of words already learned. It makes him confident and ready in these first steps.

To learn "to keep the place," which necessitates a training of the eye to take in a sentence as a whole, is a habit which should be acquired

in the very beginning of school-life. It is the best means of avoiding mere parrot-like repetition.

Another habit of equal importance, and one which ought also to be acquired in the early reading-lessons, is that of accustoming one's self to the idea that the thought of the sentence *can* be grasped readily and given with expression.

To promote the formation of these habits, the very elementary exercises planned for the purpose are given in this book.

As will be seen by the headings, there are two lessons supplementary to each chart, excepting in the case of some of the very first, and of others further on, which, being more full of matter and intended for several lessons, are therefore followed by more than two supplementary lessons.

COLOR-LESSONS.—These lessons should be at first simply bright and happy conversations about the illustration, in which the story of the picture is brought out in such a way as to necessitate the naming and comparing of the colors. These conversations may be followed by exercises in choosing and matching colors similar to those suggested for the *color-chart*.

The kindness with which the charts have been received leads the author to believe that the method employed in them is acceptable and of practical value alike to the teachers and the children, and it has therefore been continued in this book.

THE AUTHOR.

Any one desiring further information in regard to this method can obtain it by applying to the publishers for "OUTLINES OF ELEMENTARY READING-LESSONS," by MRS. RICKOFF. This is a little pamphlet published as a companion to the charts. It contains, also, full directions for a series of color-lessons. It will be sent free of charge to any teacher applying for it.

D. APPLETON & Co.

LESSON I.

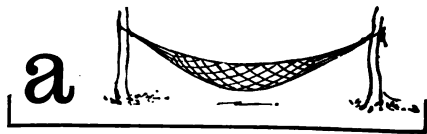
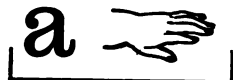
8

Supplementary to Chart I.



cat

LESSON 11.
Supplementary to Chart 11.

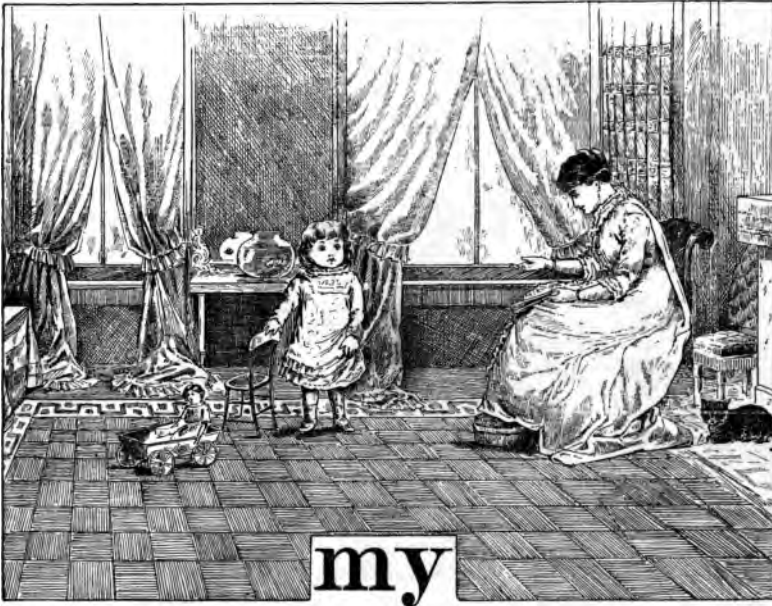


LESSON III.
Supplementary to Chart III.

7

A CONVERSATION LESSON.
The Children retell the Teacher's Story.

LITTLE LILY LEARNING TO SAY "MY."



my

a cat

my cat

LESSON IV.

Supplementary to Chart IV.

A CONVERSATION LESSON.

The Children retell the Teacher's Story.

LITTLE LILY IN THE KITCHEN.






the



the cat

LESSON V.
Supplementary to Chart IV.

9

my  the  the 

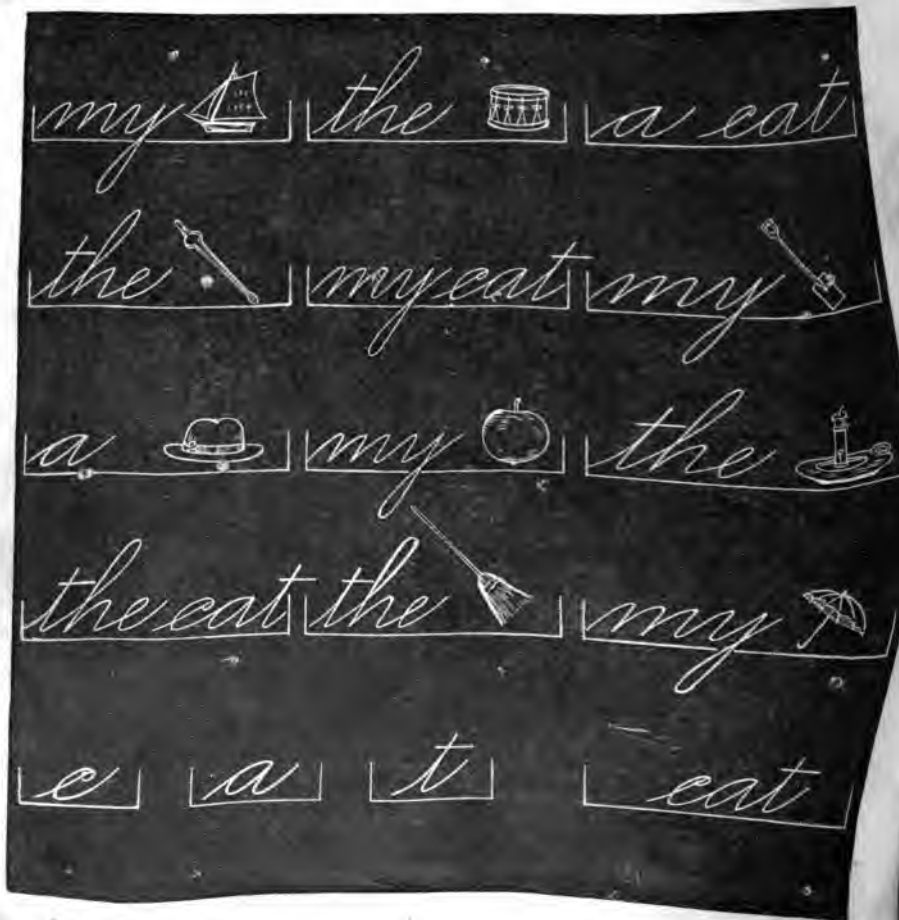
the  my cat my 

a  my  the cat

the  the  the 

my  a  the cat

LESSON VI.
Supplementary to Chart V.



CONVERSATION and COLOR LESSON.



Supplementary to Chart VI.

a black 

my black 

the  is black

NAMES OF COLORS.

To be learned as whole words, and not to be spelled either by sound or letter.



red



blue


LESSON X.
Supplementary to Chart VI.

13







It is my .





My  is the white doll.




The black doll is my doll. 

LESSON XI.
Supplementary to Chart VII.

For Drill in Pronouncing Words and Keeping the Place.

A  and a  and
a  and a .

A  and a  and
a  and a .

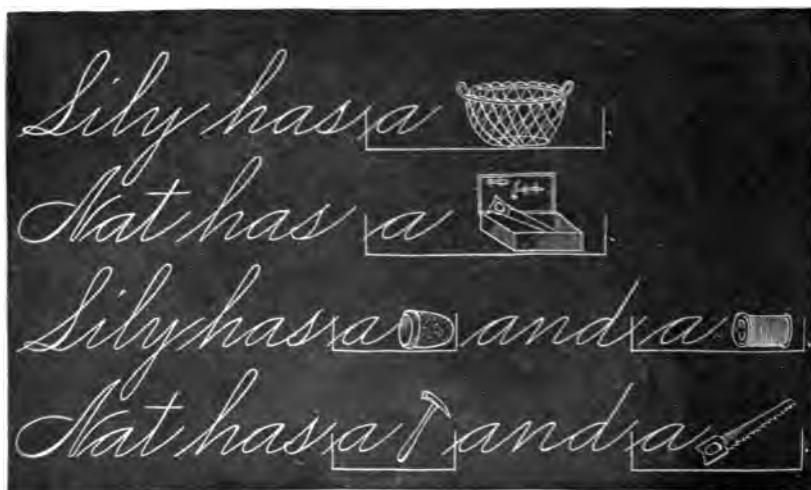
The  and the  and
the .

LESSON XII.
Supplementary to Chart VII.

17

A CONVERSATION LESSON.










My  is

white.

My  has

black .

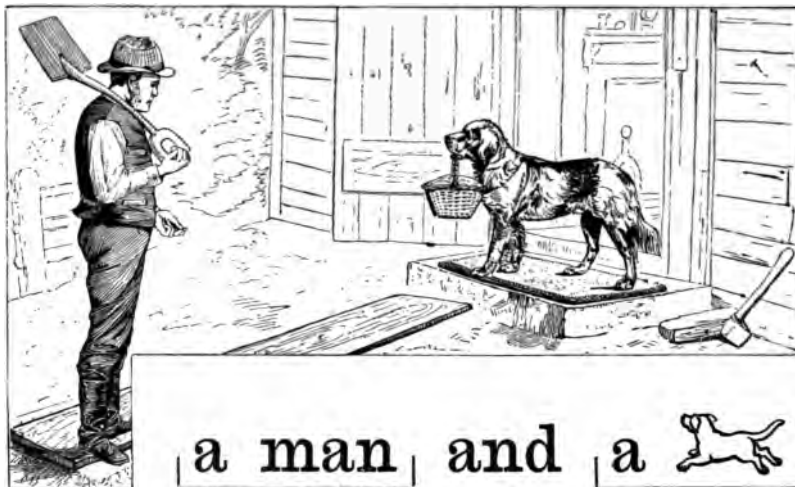
My white

cat has blue .

My  has black  and

black .

LESSON XVI.
Supplementary to Chart X.



a man and a 

The man is on a .

The  is on the mat.

The man has a .

The  has a .

LESSON XVII.
Supplementary to Chart X.

23

REVIEW.

For Drill in Rapid Recognition of Known Words.

red

red

and

and

has

has

man

man

white

white







blue

blue

LESSON XIX.
Supplementary to Chart XI.

25



The man has a 
The  has a 
It has on a red  and
a black 
The man has an 

LESSON XXI.
Supplementary to Chart XII.

27

SEPARATING A WORD INTO ITS PARTS.

rat

r a t

r a t

cat

c a t

c a t

mat

m a t

m a t

pan

p a n

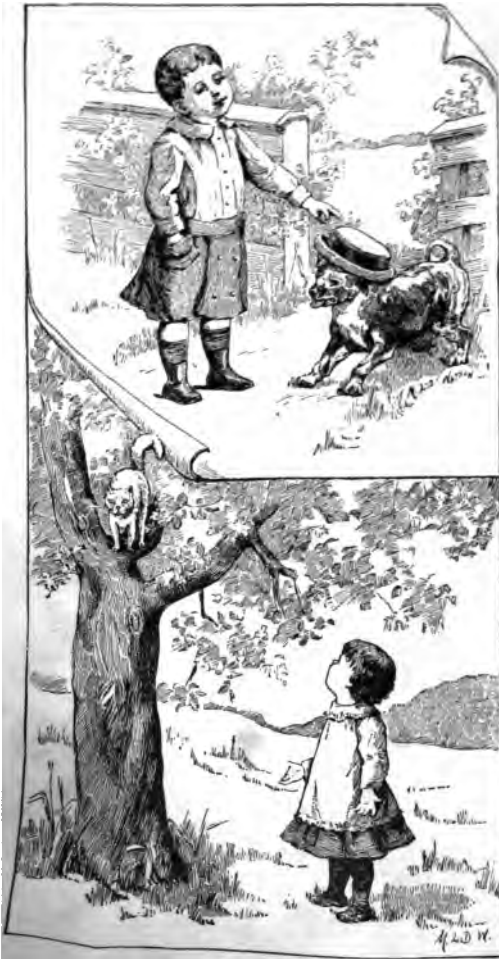
p a n

can

c a n


c a n


a r t c m p n .




It is my .

I can pat it.

My  has
on a hat.

His  ran
at my cat.

My cat ran.



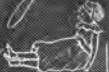
See her in
the  !

LESSON XXVI.

33

Supplementary to Chart XIV.



I see Lily in the .
Lily has her cat.
May has her .
The  has on a blue hat.
The cat cries "miow! miow!"



LESSON XX.
Supplementary to Chart XII.

VOCAL DRILL.



SEPARATING A WORD INTO ITS PARTS.rat

r a t

r a tcat

c a t

c a tmat

m a t

m a tpan

p a n

p a ncan

c a n

c a n

a r t c m p n .

LESSON XXII.
Supplementary to Chart XIII.





O! O! O!

Is it an ?



It is. It is my .





A pan is on the .

A  is in the pan.


Is it a ? It is my .

A  is in the .

The  is in the .


Is it Lily's ? It is.



It is my 

I can pat it.

 ha

on .

 ra

at my cat.

My cat ran.

See her i




the  !

LESSON XXVI.

33

Supplementary to Chart XIV.



I see Lily in the 
Lily has her cat.
May has her 
The  has on a blue hat.
The cat cries miow! miow!


LESSON XXVII.
Supplementary to Chart XV.






Is it Ann?

Is it Nat?



She has on
 a hat.

He has a
 white .

See the  in his hand!

See the ! Is it a .

It is a  on a .

The  is on the .





LESSON XXVIII.
Supplementary to Chart XV.

35



Mary has a .


The  has on a .

Can Mary pat the ?

Pat it, Mary, pat it.

The  cries “baa! baa!”





May has a 
in her hand.



My  can stand.

See it! See it!




Lily's  has her hand
in her .




Nat's  can stand.


It stands in the sand.




O see! see the !

Is it black? Is it red?




Is it his ?

The  is in his hand.




See the ! O see it! see it!

LESSON XXXI.
Supplementary to Chart XVI.





My  is on
 the , and I
 am at the .



My  is on
 the , and I
 am at the .











My  is on
 the mat, and I
 am in the .

LESSON XXXII.
Supplementary to Chart XVII.

39

REVIEW.

Sily had a  and a cat.
The  ran at a .
A black  ran at the cat.
The  is white.
It has black  and black .
The cat is white.
A white cat has blue .

LESSON XXXIII.
Supplementary to Chart XVII.

WORD BUILDING.

To be copied.

ap	an
e-ap	r-an
r-ap	p-an
t-ap	e-an
n-ap	m-an
ha-t	ha-m
ha-s	ha-d



See Lily and

her  !

Lily has on

a cap.

Her cap has

a  on it.

Her doll is

in her hand.



Is it a , Lily?

Can the  see the  ?

LESSON XXXVI.
Supplementary to Chart XIX.



This is my grandmother.

Do you see her cap?

It is a white cap.

Do you see her spectacles?




LESSON XXXVII.
Supplementary to Chart XIX.

45

REVIEW.

Bessy is at the .

Nat had a  and a flag.

Is his  in the ?

The girl had a blue .

Is the  in the ?

A white  is on the .

O see! a  is on my hat.

LESSON XXXVIII.
Supplementary to Chart XX.

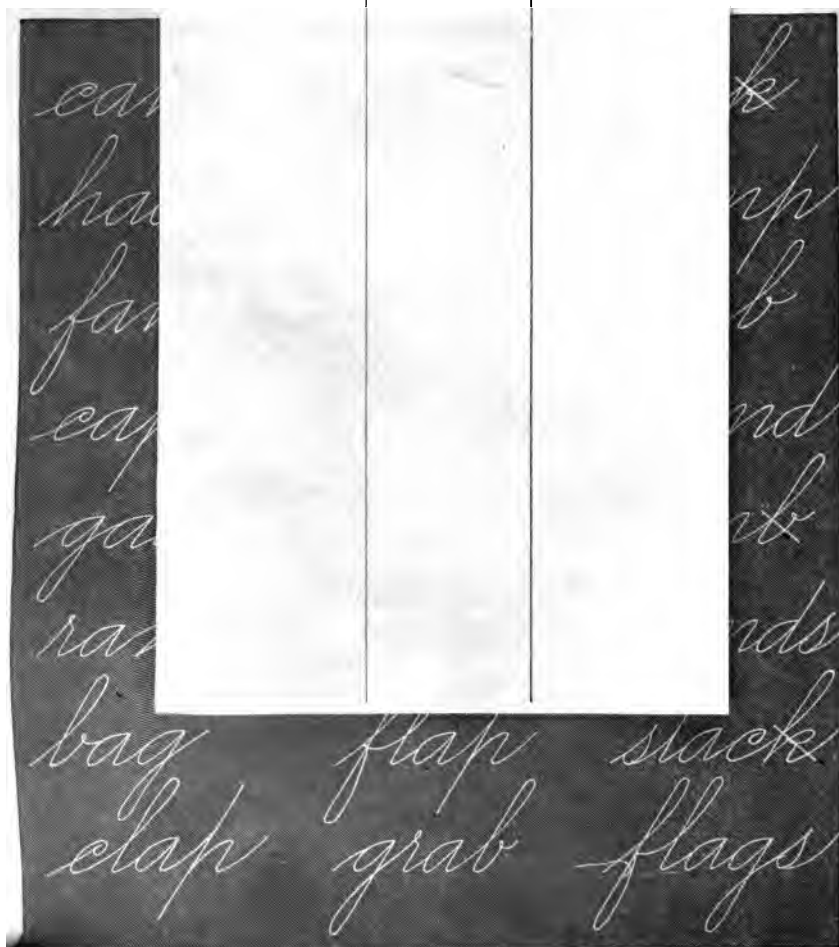
A CONVERSATION LESSON.



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